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WORKSHOPS FOR THE HANDICAPPED, AN ANNOTATED BIBLIOGRAPHY--NO. 3.

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THESE 126 ANNOTATIONS ARE THE THIRD VOLUME OF A CONTINUING SERIES OF BIBLIOGRAPHIES LISTING ARTICLES APPEARING IN JOURNALS AND CONFERENCE, RESEARCH, AND PROJECT REPORTS. LISTINGS INCLUDE TESTS, TEST RESULTS, STAFF TRAINING PROGRAMS, GUIDES FOR COUNSELORS AND TEACHERS, AND ARCHITECTURAL PLANNING, AND RELATE TO THE MENTALLY RETARDED, EMOTIONALLY DISTURBED, PHYSICALLY HANDICAPPED, DEAF, BLIND, MULTIPLY HANDICAPPED, OLDER DISABLED PERSONS, PROBLEM YOUTH, EPILEPTICS, ASTHMATICS, CANCER CASES, AND CARDIAC CASES, AS WELL AS ALCOHOLIC REHABILITATION. TWO ARTICLES ARE PRESENTED IN THEIR ENTIRETY. IN "SHELTERED WORKSHOPS--BUSINESS OR SOCIAL SERVICE AGENCY," PAUL LUSTIG CONCLUDES THAT SOME WORKSHOPS ARE BUSINESSES, SOME ARE FOR SOCIAL SERVICE, AND SOME ARE FOR BOTH PURPOSES. ISADORE SALKIND IN "TRAINING OF WORKSHOP ADMINISTRATORS" SAYS THAT MATERIALS TO BE TAUGHT MUST BE CAREFULLY SELECTED AND THAT SERIOUS, STABLE STUDENTS MUST BE SELECTED FOR WORKSHOP ADMINISTRATION AND GIVEN AN ADEQUATE STIPEND FOR FULL-TIME STUDY. (JA)

Workshops for the Handicapped

An Annotated Bibliography

NO. 3

Compiled by

Dorothy C. Perkins, Ed.D.

with the assistance of
Ronald S. Burns and Edith N. Marcus

1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

This issue of Workshops for the Handicapped: An Annotated Bibliography is the third in the series compiled at California State College at Los Angeles.

The growing attention to workshops for the handicapped is demonstrated by the increasing amount of writing on the subject. The first issue in 1964, in reporting on the literature for the preceding ten years, presented reviews of 234 articles and publications; the second issue in 1965, covering only one year, carried 147 such entries; and the current 1966 issue has 126 items in it. Sources for the annotations come from a wide range of journals, projects, research and conference reports.

In previous bibliographies articles were featured on the uses of consultation in the workshop and on the role of the professionally prepared counselor in the workshop. For this bibliography two articles dealing with timely issues on the social service and business roles of workshops are presented. They are authored by Isadore Salkin and Paul Lustig and are from presentations made at the 1966 annual meeting of the California Association of Rehabilitation Workshops.

During the year covered by this bibliography Dr. Joseph Stubbins, who edited previous issues, was in Peru on a Fulbright lectureship. We were fortunate, however, that he returned to Los Angeles in time to help us prepare the final manuscript for the printer. His help and that of another colleague, Dr. Robert G. Hadley, have made the prompt release of this issue possible. Several graduate students also worked with us at various times through the year. They were George W. Duncan, Jr., Carl Pytlinski, Thomas P. Stember, and Patricia Kraemer.

We are grateful to the Vocational Rehabilitation Administration for a continuing grant which covers part of the cost of the preparation and publication of the bibliography, and to Rehabilitation Literature for permission to reproduce items not available to us. Special acknowledgement is made to the National Association of Sheltered Workshops and Homebound Programs for assistance in distributing all issues of the bibliography.

The growing use of these bibliographies is a source of great satisfaction to those of us who labor to compile them. We invite workshop personnel, instructions in rehabilitation training programs, and students to offer their suggestions as to how the usefulness of this project might be enhanced, and of course, to continue to bring corrections, and omissions to our attention.

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September, 1966

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WORKSHOPS FOR THE HANDICAPPED

AN ANNOTATED BIBLIOGRAPHY

Andrew, G. and Fouerfile, D. Programming habilitation of the hospitalized deaf-retarded. (Report of Project No. 800 of the Vocational Rehabilitation Administration). Lansing, Michigan: Department of Mental Health, 1965. 41 pp. Offset.

A demonstration project carried out at Lapeer State Home and Training School in Michigan. "A specialized project for deaf-retarded patients has become an integral part of the institution's overall program. The meat of the analysis is that education, psychotheraphy and vocational training have important contributions to make to habilitation." The final year of the four-year demonstration project included a sheltered workshop for males and participation in the institutional work program for females. Some patients of both sexes secured community vocational placements. It was found that deaf-retardate patients can perform successfully in a workshop setting.

Baroff, G.S. and Tate, B.G. A demonstration sheltered workshop in a state institution for the retarded. Mental Retardation, 1966, 4(3), 30-34.

Describes the growth, the problems faced and the present status of a sheltered workshop at Mudoch Center, a state school of North Carolina for the mentally retarded.

Barshop, I. Special considerations in providing long-term sheltered workshop experiences for older disabled persons. J. Jewish Communal Serv., 1965, 4, 378-383.

After reviewing past and current workshop programs for older disabled persons conducted by the Federation Employment and Guidance Service (FEGS) of New York City, the author discusses some of the factors that should be considered in conducting such a program, along with approaches used at FEGS in dealing with these problems. Among these factors were: long-term obligations, continuity of work, part-time work arrangements, special counseling considerations, client over-extension, and crowding of facilities.

Baxt, R. Survey of employers' practice and policies in the hiring of physically impaired workers. (Report of Project No. 4 of the Vocational Rehabilitation Administration). New York, New York: Federation Employment and Guidance Services, 1959. 133 pp. Litho.

The purpose of this study was to survey the practices and policies of New York City firms with regard to the hiring of the disabled. The focus of this study was upon persons partially disabled. Interviews were conducted with personnel directors, or other personnel representatives of management. In the industries selected, jobs of a sedentary or light nature predominated. Five types of disabilities were covered: cardiac, orthopedic, epileptic, cerebral palsy, and vision problems. Some of the major findings are: (1) There are very few formal written policies with regard to the hiring of the disabled; (2) Of the five types of disabilities covered in the survey, orthopedics are the most acceptable; (3) Past experience with disabled employees is an important factor in the hiring of the disabled; (4) An increased demand for labor does not have a marked influence on the hiring of the disabled; (5) No relationship exists between the requirement of a pre-employment physical examination and the hiring of disabled applicants and (6) Three-quarters of the respondents did not know what the Second Injury Law is.

Bernstein, J., et al. Sheltered workshops - a handbook. Washington, D. C.: National Association of Sheltered Workshops and Homebound Programs, (2nd Ed.) 1966. 83 pp.

This handbook, an official publication of the National Association of Sheltered Workshops and Homebound Programs, is a revision of a text first published in 1952. It is the most authoritative compendium on the philosophy, program, and operation of workshops to date. A first on the reading list. In a forward Mary E. Switzer writes: "The present text reflects a sharpening of philosophy underlying the workshop in modern rehabilitation. It assumes a closer reconciliation of the disabled man, the meaning of work to him and the tenor of the times and economy in which he aspires to play a part. The novice or professional looking for help in the establishment or maintenance of a workshop program will find solid and detailed source material set forth in useful chronological order."

Forming a planning committee is recommended to assess the need for a workshop and the resources of a given community and to test the quality and strength of community support. The planning committee should be prepared to make recommendations for decisions concerning work program, supportive services, financing and physical facilities. The advantages and disadvantages of three types of work are summarized; industrial sub-contract work; renovation of used materials and their processing for reuse; and manufacturing of new goods. Sources of revenue for a workshop are also discussed. Architectural guide material is listed.

Another section deals with organizing the workshop, listing the functions of the workshop's board of directors and responsibilities of a steering committee. Legal matters, determining clientele, physical plant and budget considerations are discussed. A model organizational chart is presented in a discussion on staffing. Public relations are considered.

Five stages of the program of services are discussed: (1) intake process; (2) work evaluation; (3) work-conditioning and training period; (4) placement, and (5) follow-up; as well as two supportive services: medical and work or personal adjustment counseling.

Management, marketing, and plant layout, considerations are included in the section on operating the workshop as well as matters of production, safety, working hours, wages, and cost accounting.

A discussion on staffing, personnel policies and procedures concludes with recommendations for job specifications and a list of recruitment resources.

Section VII discusses how the Fair Labor Standards Act and Walsh-Healey Public Contracts Act apply to workshops.

The basic standards established by the National Institute on Workshop Standards are reprinted. These standards cover organization and administration, program of service, facilities, staff, and community relations.

The last chapter briefly discusses the expanding future of the workshop and the challenge ahead.

Included in the appendices are examples of job descriptions and specifications for workshop directors and workshop managers, cost determination forms prepared by a reputable accounting firm and adapted for use by workshops for the handicapped, a suggested constitution and bylaws for a workshop, glossary of terms and bibliography.

Betz, E. et al. Seven years of research on work adjustment. Minnesota studies in vocational rehabilitation: XX. Industrial Relations Center, University of Minnesota, 1966. 65 pp.

Summarizes research findings and activities of a work adjustment project which began in 1959. Briefly presents the theory of work adjustment developed at the Industrial Relations Center, and describes the measures used and developed to test the theory. Variables measured were job satisfaction, job satisfactoriness, vocational needs, and abilities. Reviews studies supporting this theory and discusses its implications for a psychology of disability, vocational rehabilitation counseling, administration, and research. The 19 monographs preceding this one are summarized as to purpose, method, and results. Additional publications of this project are listed.

Black, B. J. The workshop in a changing world. Rehabilit. Lit., 1965, 26, 230-235, 243.

Examines the workshop from three points of view: (1) social-psychological; (2) public-health; and (3) as an economic unit. These three view points are applied to the relationship of the workshop to the changing world. Some topics discussed under these headings are welfare versus charity, community health centers containing workshops, and how the issue of pay is affecting workshops today. The author concludes the sheltered workshop must be seen from a composite of the above viewpoints and strongly recommends that both government and private industry support the workshop movement.

Block, J. R. and Campbell, W. J. Physical disability and industrial safety. Personnel J., 1963, 42, 117-120.

Points out the accident rate of Abilities Inc. at Albertson, New York, where all employees are severely and permanently physically disabled, is lower than other companies in the same industry of the same size, employing physically normal persons. Working conditions are not considered to be substantially different from those in other companies of the same size in the same field. The authors hypothesize that motivation and acceptance of oneself are key factors in safe industrial performance.

Brant, B. Work evaluation, training, and placement project for older disabled workers. (Report of Project No. 478 of the Vocational Rehabilitation Administration). Kansas City, Missouri: Jewish Vocational Service, 1964. 47 pp. Mimeo.

Reports a program designed as a prototype of Project No. 177 of the Vocational Rehabilitation Administration conducted by the Federation Employment and Guidance Service of New York City.* Among the purposes of this program was demonstrating the feasibility of vocational rehabilitation for older disabled workers. Found that almost one-half of the persons who entered the program achieved a stable employed status. Also most clients required at least a short experience in a sheltered workshop. Appendices provide statistical summaries, description of procedures used, evaluation tools used by counselors and workshop staff, and case records of evaluation conferences.

*Annotated in Stubbins, Joseph (Ed.) Workshops for the handicapped: An annotated bibliography, No. 1. Los Angeles: California State College at Los Angeles, 1964, p. 10.

Brennan, M. and Rogatz, P. Vocational rehabilitation service in a general hospital. Hospitals. 1966, 40, 63-68, 70.

". . . A project originally conceived by the New York Arthritis and Rheumatism Foundation as a three-year demonstration has as its objective the provision of vocational rehabilitation services for disabled patients in suburban and urban fringe areas of Queens and Nassau counties. Results of the project based at Long Island Jewish Hospital are discussed, as well as the five types of services offered, the variety of tasks developed to evaluate patients' potential for job placement, and the program's impact on the hospital and those served. Brief case histories of four persons successfully rehabilitated are included. Of 44 patients employed one year after initial placement, 30 remained in the original placement and 14 were in other employment representing varying degrees of stability." (Rehabilit. Lit., 1966, 27 (3), 93.)

Campbell, F. E. Alaska NRA Chapter develops habilitation house. J. Rehabilit., 1965, 31 (5), 18-19.

Preparing dependent Alaskans from remote villages for independent living in the evolving economy of Anchorage is being met by a pilot residential program sponsored by ten cooperating agencies. The administration of the habilitation house, opened May, 1965, is described in detail. The Alaska Rehabilitation Association which proposed the project plans three additional rehabilitation houses, sheltered workshops, and transportation for handicapped residents and workers.

Caniff, C. E., et al. Standards for rehabilitation centers and facilities. (Report of Project No. 516 of the Vocational Rehabilitation Administration). Evanston, Illinois: Association of Rehabilitation Centers, Inc., 1964. 34 pp. Mimeo.

A list of "standards" based on conclusions reached mostly by visitations, surveys, and consultation. Other publications are cited which give these standards and conclusions in greater detail.

Carroll, T. E. Sin, sloth, and sheltered employment. New Outlook for the Blind, 1966, 60, 90-92.

Questions the idea that work experience is valuable to all handicapped persons. "Certainly the need for expansion in terminal workshops might not be either as urgent or as necessary as we frequently hear if we changed some of our attitudes toward the intrinsic honorific value and virture of work and stopped looking for a twentieth century model of the seventeenth century workhouse." Suggests it might be better to increase cash disability benefits and programs of recreational opportunities for the handicapped.

Cohen, E. M. Some facts and recommendations concerning recreation services to clients of representative types of sheltered workshops. (Repor. of Project No. 437 of the Vocational Rehabilitation Administration). New York, New York: The National Recreation Association, 1961. 82 pp.

A project designed to "make realistic, down-to-earth, practical recommendations for action to meet the recreation needs of sheltered workshop clients." Interviews were held with 240 clients from 12 sheltered workshops. Key staff members in each workshop were also interviewed. Findings indicate that clients of sheltered workshops need an extensive variety of recreation services. Recommendations are offered as to recreational services needed by workshop clients, ways of meeting these needs, and suggestions for further research.

Cohen, J. S. Employer Attitudes Towards Hiring Mentally Retarded Individuals, Amer. J. ment. Def., 1963, 67, 705-713.

A questionnaire and attitude check list were sent to a sample of employers. Hypotheses were advanced that employer's attitude toward hiring mentally retarded individuals are related to: a) the employer's contact with a rehabilitation training center; and b) the employer's concept of retardation. Neither hypothesis was supported. The author concludes "It appears that the mere acquisition of accurate knowledge regarding the retarded and their vocational potential does not tend to an accepting attitude in employment situations."

Cohen, M., et al. A comprehensive pre-vocational program for physically and emotionally handicapped homebound high school students. (Report of Project No. 375 of the Vocational Rehabilitation Administration). New York: Federation of the Handicapped, 1964. 64 pp. Mimeo.

Report of cooperative project of New York City Board of Education, New York State Division of Vocational Rehabilitation, and the Federation. Major purposes were to determine services needed and to construct appropriate measurements for determining "readiness" for further training and/or employment. Services rendered and research instruments devised are described. "While health did not distinquish between successful and unsuccessful students, it was found that a social or interpersonal factor correlated significantly with success." Other variables affecting success are discussed. Paid-work activities were added to the pre-vocational program to "maintain interest and motivation."

Cohen, M. E. Work as a therapeutic tool in the state mental hospital. Ment. Hyg., 1965, 49, 358-363.

Outlines some of the approaches used at Medfield (Mass.) State Hospital in attempting to solve the problems of vocational preparation of

hospitalized mental patients. The author advocates a structured program of work, recreation, and other activities. It is recommended that hospital life should be a replica of the outside community: socialization and recreation in the evenings and work assignments 5 days each week. The recommendation that payment be made for work done is supported with detail reasons.

Cole, N. J., Shupe, D. R., and Allison, R. B. Work performance rating of former psychiatric patients. J. Occupational Med., 1966, 8 (1), 1-4.

Reports an "analysis of the work ratings of a group of 137 male former psychiatric patients: 45 schizophrenics and 92 psychoneurotics." Their performances were compared "with the average employee performance within the industries under study and also with that of a sample of control subjects matched for age, sex, education, and specific job description." No differences were found between the "psychoneurotic group" and their control group. "While the schizophrenic subgroup showed a greater tendency to earn subaverage work ratings than did their controls, two-thirds of these employees still earned average or superior work ratings." The authors feel the findings of this study support an optimistic view toward the employability of former psychiatric patients.

Cook, J. E. To establish a systematic method of initiating and developing a statewide system of combined sheltered workshop and home industry programs. (Report of Project No. 677 of the Vocational Rehabilitation Administration). Little Rock, Arkansas: The Arkansas Rehabilitation Service, 1965. 63 pp.

A project designed ". . . to develop an orderly, systematic approach to a method of originating, establishing, and promoting a coordinated state wide system of combined sheltered workshop and home industry programs, operated by private non-profit agencies, in certain 'key' areas and communities in Arkansas." The author states "this project did establish that workshops can be created in cooperation with non-profit corporations in an orderly, systematic manner." Numerous recommendations as to the implementation of a program of this nature are given.

Cook, W., et al. Do heart disease patients benefit from work recommendations? J. Occup. Med., 1962, 4, 411-418.

Description of methods and findings of a 10-year study designed to evaluate the effect of work on patients with heart disease. Survival data were analyzed from standpoint of compliance with clinic's "work prescription." Because of the small sample, the authors question the reliability of their findings and propose pooling of results of like studies based on standardized techniques in order to give more cases for more reliability.

Cotton, W. J., et al. Whitten Village Vocational Rehabilitation Facility. Clinton, South Carolina: Whitten Village, 1963. 173 pp. Offset.

The manual used at an occupational training center for the mentally retarded. The facility is part of the program of the South Carolina Department of Vocational Rehabilitation and is an outgrowth of Vocational Rehabilitation Administration Project No. 743, 1961 - 1963. The manual describes the vocational evaluation process that trainees undergo, the specific curricula used in training, on-the-job training procedures, institution work programs, and permanent job placement programs.

Dawis, R. V., et al. A theory of work adjustment. Minnesota studies in vocational rehabilitation: XV. Industrial Relations Center, University of Minnesota, 1964, 27 pp.

Offers a theory based on "stimulus, response, and reinforcement" concepts. Work adjustment is defined in terms of "satisfactoriness and satisfaction" resulting from interaction between an individual and his work environment. Research hypotheses derived from the theory's definitions and propositions are stated. Relationships between the theory and the practice of vocational counseling are suggested.

Department of Labour and National Service, Commonwealth of Australia. Personnel Practice Bull., 1965, 21 (3), 76 pp.

A special issue on the employment of the Handicapped written in lay terms and directed at personnel in industry. Articles in this issue report "the practices and experiences of a number of Australian undertakings, large and small and drawn from widely differing industries, in employing handicapped workers." Most of the articles refer to the work performance of handicapped workers and the importance of selective placement is stressed. Short articles are presented which report the experience of individual undertakings in employing people who are deaf and dumb, blind, mentally retarded, paraplegic or leg amputees, or have suffered cardiac damage. Also "the work performance of handicapped employees in five Australian undertakings" is discussed. A discussion of the rehabilitation process in general is presented.

DiMichael, S. G. Providing full vocational opportunities for retarded adolescents. J. Rehabilit, 1964, 30 (4), 10-12, 30-31.

Describes a comprehensive plan based on categories of mentally retarded persons: competitively employable, marginal competitively employable, marginal sheltered employable--focusing on "vocational preparation for adult life" as opposed to academic ability categories and aims. Work-training in sheltered workshops is advocated for those persons with lower capacity. "The purposefulness, more suitable instructional units, and school-work features of the plan would make it possible for the schools and other community agencies to encourage the retarded person to better prepare himself for his eventual adult role".

DuBrow, A. L. The right man for the right job. J. Rehabilit., 1966, 32 (1), 16.

The author makes the point that the mentally retarded can do many jobs normally filled by over-qualified persons. By adopting such a policy the employer can reduce employee turnover and increase morale.

Engh, O. A., et al. Demonstration center in rehabilitation for metropolitan Washington, D.C. (Report of Project No. 72 of the Vocational Rehabilitation Administration). Arlington, Virginia: National Orthopedic and Rehabilitation Hospital, 1964. 139 pp.

The final report of a seven-year study undertaken to find out if ". . . rehabilitation can be carried out advantageously in an 'all under one roof' facility and what constitutes such a center." Among other major questions raised was whether contract workshops can become effective parts of comprehensive rehabilitation hospital facilities. The study indicates that the primary reason for poor rehabilitation among the subjects studied was failure to provide early rehabilitation services. The comprehensive center which included an out-patient clinic, a rehabilitation hospital, and a contract workshop facilitated early treatment. A detailed report on the establishment and operation of the contract workshop at Arlington is given with specific information about the type and size of contracts obtained.

Ettinger, M. G., et al. Employment problems of epileptics. (Report of Project No. 382 of the Vocational Rehabilitation Administration). Minneapolis, Minnesota: Sister Elis. Kenny Foundation, 1962. 115 pp.

A study designed to investigate factors involved in employability of patients with convulsive disorders, to develop methods necessary to provide effective total rehabilitation, and to make recommendations regarding staff, facilities, and research. The sample consisted of 232 rehabilitation candidates whose work histories were classified as other than "normal." Medical, psychological and vocational data were collected from existing records, interviews, medical examinations, psychological tests (GATB, WAIS, MMPI, and others), and evaluation in a prevocational workshop. Resulting recommendations were implemented whenever possible. Background characteristics, medical factors, and psychological factors of patients are discussed separately. Among findings were: (1) when there is a highly concentrated and specialized rehabilitation service, a substantial percentage of unemployed epileptic patients can be rehabilitated; (2) associated psychological handicaps were the critical reason why many seizure patients failed to find or hold employment even though good clinical seizure control had been obtained; (3) when adequate time was available for workshop performance assessment, the judgement regarding ultimate rehabilitation potential was more accurate than the authors had expected. Recommendations are derived from these findings.

Friend, E. The significance of evaluee-evaluator relationship. Rehabilit. Counsel Bull., 1966, 9, 123-126.

Describes the step-by-step, goal-oriented development of evaluee-evaluator relationship and documents references to basic concepts used in the description. ". . . it is the paramount function of the evaluator to interpret (to the client) just what it is that is expected of him. ". . . the key to the evaluee-evaluator relationship is not only sensitivity to the evaluee's needs, but it is also, equally, evaluator self-awareness, consciously applied in the on-going evaluation situation, as the evaluator's perceptions so indicate, on behalf of the individual." Describes the leading of the client from subtleties of the task to the relation of the task to the whole and an awakening realization of his potentialities. ". . . communication and genuine rapport between the evaluee and the evaluator will ascend to higher significance and dimensions . . There will be more external quiet between them, but a greater active inner-exchange."

Galazan, M. M., et al. Vocational rehabilitation of handicapped persons over 60 years of age. (Report of Project No. 620 of the Vocational Rehabilitation Administration). Milwaukee, Wisconsin: Institute for Work Adjustment of the Jewish Vocational Service, 1964. 117 pp. Mimeo.

Based on the prototype project of the Federation Employment and Guidance Service of New York City. Prime goals were to demonstrate that aged individuals are employable, show that the Institute offered a needed service, and determine the effect of work adjustment on total adjustment of the aged. Clients were over 55 with a "medically determined disability" and "a vocational handicap." Aged clients, often because of their past work experience, served as "models" for other client groups "learning to work" in the workshop; integration of aged clients with other groups is recommended. Characteristics and employment status for all 206 clients are included.

Gelfand, B. Some work types met in work evaluation. Rehabilit. Lit., 1965, 26, 335-338, 358.

Divides work-evaluation clients into three "types" based on ego-defense concepts: (1) "catalytic-dependent," (2) "resistive-dependent," and (3) "isolated." Recommends identification of the "type" to which each client belongs, so that the work-evaluator can manage him more effectively.

Gellman, W. and Friedman, S. B. The workshop as a clinical rehabilitation tool. Rehabilit. Lit., 1965, 26, 34-38.

Reviews "factors influencing the shift from terminal workshop to the transitional workshop, and from the latter to the psychologically oriented

vocational adjustment workshop." Essential components of the latter are listed. Functions of a vocational adjustment workshop are discussed, and seven criteria for evaluating such a workshop as a professional rehabilitation tool are suggested.

Gnat, T. Organization of psychiatric rehabilitation in Poland. J. Psychiat. Nursing, 1966, 4, 183-185.

Summarizes a government organized and directed rehabilitation program in Poland for psychiatric patients in sheltered workshops and homes.

Goldwater, L. J. and Bronstein, L. H. Fifteen years of cardiac work classification. J. Occup. Med., 1959, 1, 145-149.

A summary of the work-classification unit for cardiacs at Bellevue Hospital, New York, 1941-1956. The major observations obtained during the 15-year study are reported. One of the major conclusions reached is "Observations made over a span of 15 years have not produced any evidence that employment per se has any adverse affect on the course of heart disease."

Grob, S. Prevocational planning and work conditioning for seriously handicapped ex-mental patients: A preliminary report. Ment. Hyg., 1963, 47, 249-260.

Progress report describing the philosophy and operation of the Center Club, Boston, Massachusetts, conceived as a community center where ex-mental patients could effect changes in their social-vocational adjustment under the guidance of a trained staff. Work adjustment classes, various social events, case work and counseling are among the activities offered.

Hallenbeck, C. E. and Hallenbeck, P. N. Using standard tests to predict job performance in hospital workshops. Rehabilit. Counsel. Bull., 1963, 7, 6-11.

Reviews a study conducted at Highland View Hospital in Cleveland that investigated the validity of the WAIS verbal and performance scales and the Bender-Gestalt for predicting job performance in a workshop as measured through a rating scale. A previous study has produced an inter-judge reliability coefficient of .70 for this rating scale. Each of the above tests correlated about .50 with job performance ratings. The authors discuss the possibility that mental deterioration played an important part in determining the spread of scores on the standard tests used in the above study. They also discuss differences between the kinds of intellectual impairment found in aging and brain-damaged individuals.

Hartlage, L. C. Receptivity of employers to hiring mentally retarded and ex-mental patients. J. Counsel. Psychol., 1966, 13, 112-114.

All employers (N=283) in Frankfort, Kentucky were contacted by interview or mailed questionnaire to "assess their receptivity to the mentally retarded and ex-mental patients." Larger employers were more receptive than smaller ones; manufacturing industries were more receptive than service industries; and education of employers was not related to receptivity. Employers did not appear to differentiate between the two types of mental disability. Attitudes assessed by mailed questionnaire did not differ systematically from those assessed by face-to-face interview.

Hess, A. E. Work incentives for the disabled: the social security approach. J. Rehabilit., 1964, 30 (4), 15-16.

Describes and gives cases illustrating disability insurance program's major rehabilitation incentive provisions; for example, payment of disability insurance is no longer stopped immediately upon return to work. "The nine-month interval during which the disability decision is deferred provides not only additional incentive for work through continuance of cash benefits, but also a longer and more meaningful period over which the success of the beneficiary's work attempt can be appraised. "If the insured person is employed in a sheltered workshop and earning less than $100 per month, it is presumed that his work is not comparable to that of able-bodied workers and disability payments are continued. In all cases the actual value of the work done is used to determine whether disability payments should continue to be paid.

Hoemann, H. W. The deaf and vocational choice. Rehabilit. Rec., 1965, 6 (5), 37-39.

Explores factors that tend to create vocational problems for the deaf. In addition to the obvious communication barriers, other factors are: (1) lack of information about the world of work; (2) lack of insight regarding interests and abilities; and (3) personality problems which may accompany the handicap of deafness. Recommendations are offered as to what could be done to improve vocational opportunities available to the deaf.

Ilanit, T. and Jones, M. H. A "total push" program in a specialized agency for the cerebral palsied. Los Angeles, California: United Cerebral Palsy Association, 1961, 150 pp. Mimeo.

A four-year study of 76 adult subjects, to develop standardized assessment and rehabilitation programs for the cerebral palsied. Detailed lists of tests and other assessment procedures are given. "Standardized and commonly used instruments can, in general, be used in the

assessment of cerebral palsied adults." Specially devised job-sample tests used in the "Job Reality Testing Department" are described. The program utilized a "sheltered workshop" and an "Industrial Training Workshop." Some clients graduated to the Industrial Training Workshop from the sheltered workshop. The nature of the training available in the Industrial Workshop depended on available contracts. About one-half of those in training were judged capable of eventual competitive employment.

Ivey, A. E. and Miles, D. Work and the mental patient. Rehabilit. Rec., 1965, 6 (5), 33-36.

Describes two vocational rehabilitation programs for mental patients, one sponsored by Fort Logan Mental Health Center in Denver, the other by Colorado State University. Both of these programs use work as therapy and as a method of helping the patient to "develop stronger bonds with the reality-oriented community." Since the follow-up data are not ready for statistical analysis, the authors speculate "that present evidence suggests that a greater portion of our patients achieve some degree of post-discharge vocational functioning than those from more traditional programs."

Jezer, A. The workshop in the coronary spectrum. J. Rehabilit., 1966, 32 (2), 68-71.

A discussion of the role of workshops in rehabilitating persons with ischemic heart disease. This role may be divided into two categories: (1) "testing under working conditions, those whose capacity to work is doubtful;" and (2) "evaluation of the disabled cardiac who has superimposed on his illness extra-organic problems, mostly emotional or environmental." Through treatment of emotional problems, "the social worker or a psychiatrist can successfully restore satisfactory work capacity in many disabled cardiac patients." Experience indicates that older coronary patients can't compete in industry, but can work at a slower pace in a workshop.

Joint Committee of the Public Health Service and the Vocational Rehabilitation Administration. Areawide planning of facilities for rehabilitation services. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1963. 88 pp.

Part of an overall effort to improve total health facility planning. Discusses the philosophy, goals, and principles underlying rehabilitation facilities. Planning on an areawide basis involving participation of governmental and voluntary agencies is recommended, following recommendations developed by the Joint Committee of the Public Health Service and the American Hospital Association. Basic planning procedures are outlined and methods for implementation explored. The study examines current varieties of services offered in rehabilitation facilities and identifies existent problems. Appendices cover such topics as architectural plans, existing agencies, and the Hill-Burton Program.

Kase, H. M., et al. Directory of sheltered workshops serving the emotionally disturbed, 1965. (Report of Project No. 1471 of the Vocational Rehabilitation Administration). New York, New York: Altro Service Bureau, 1966. 108 pp.

A directory organized geographically. Information about each workshop includes: types of emotional disturbance served; sources of referral; year began serving the emotionally disturbed; age range of clients served; number of physically handicapped clients served on any one day; and number of emotionally disturbed clients served on any one day. The information was obtained in response to questionnaires mailed during late 1964 and 1965.

Katz, E. An independent living rehabilitation program for seriously handicapped mentally retarded adults. (Report of Project No. 902 of the Vocational Rehabilitation Administration). San Francisco, California: San Francisco Aid Retarded Children, Inc., 1965. 132 pp. Mimeo.

Describes a non-residential community rehabilitation program designed to meet the personal, vocational and social needs of seriously handicapped mentally retarded young adults so that they might achieve higher levels of self-care, self-support and independence in daily living. Included in the program's activities were work-training experience in a workshop and prevocational training in janitorial and messenger work. Two primary aims of this program were "major involvement of family members in the goals of the person with mental retardation and an attack on the emotional factors which frequently impede progress." It was felt the project "demonstrated conclusively that many previously neglected handicapped persons do possess varying degrees of vocational potential, and that some are capable of full-time job placement in the community."

Katz, L. The Salvation Army Alcholic Rehabilitation Project. (Report of Project No. 616 of the Vocational Rehabilitation Administration). San Francisco, California: Salvation Army's Men's Service Center, 1966. 94 pp. Litho.

Describes a five-year project at two Centers. Psychotherapy and vocational rehabilitation counseling were added to the on-going programs. "Men who received group psychotherapy showed a higher improvement rate than those who received individual therapy or no specialized treatment." Information on the program, research methods, subjects, results, and implications of the study are supplied. Illustrative case histories are discussed.

Kavkewitz, H. The psycho-economic evaluation of schizophrenic rehabilitants in a vocational training program. Psychiat. Quart., 1965, 39, 702-721.

Reports a study using a case-study technique to determine characteristics that distinguished between twenty schizophrenic rehabilitants who were

successful in vocational training and twenty who were not. The two groups were more similar than divergent on most clinical and historical variables; however, the members of the "success group" appeared to have a greater need and the greater capacity to reverse acute disorganization; to be members of families which experienced severe economic pressure more continuously; required shorter period of hospital treatment; and were more frequently married. The guide sheet used for collecting the data is presented.

Kerr, N. and Meyerson, L. From malingers to eager beavers. Rehabilit. Rec., 1965, 6 (2), 26-29.

Describes the impact of staff education at the Samuel Gompers Memorial Rehabilitation Center in Phoenix. The patients at this work-hardening center were all claimants for workmen's compensation and the staff came to regard them as a "bunch of malingerers." In this informal research, the staff were coached to apply the operant conditioning principle of positive reinforcement. The reinforcement consisted of social attention and the suggestion to take a rest.

It was found that complaining behavior ceased and the men worked harder. The article has implications for staff development in a rehabilitation workshop. The authors conclude that the latter is more important in motivating patients than individual counseling with clients.

Kidder, T. E., et al. Group counseling aids epileptics. J. Rehabilit., 1963, 29 (4), 23-24.

Describes a pilot study of employment problems of persons with epilepsy. Data were collected in group and individual counseling from seven young adults with epilepsy in the Detroit area who had been categorized by DVR as ready for employment but were not employed. Unemployment in most cases was influenced by factors other than, or in addition to, seizures or negative employer attitudes. Among factors discussed were inappropriate self concepts of the client, deficiencies in approach to finding a job, and family attitudes. The authors believe the group counseling was helpful; "Almost all gained some information about epilepsy, as well as limited insight into their particular problems and needs."

Kolstoe, O. P. An examination of some characteristics which discriminate between employed and not-employed mentally retarded males. Amer. J. Ment. Defic., 1961, 66, 472-482.

"Two groups numbering 41 each of mentally retarded males 16 years of age and older . . . were compared on a total of 91 characteristics of a background, intellectual, personality, social and vocational-skill nature. Differences between the groups which subsequently secured employment

vs. the group which was not employed were noted." The author concludes that a program for developing vocational potential should include training in the development of personal independence and responsibility.

The article is introduced by a comprehensive review of the literature on the employability of mentally retarded adults. Bibliography of 26 items.

Kupferman, S. C. and Ulmer, R. A. An experimental total push program for emotionally disturbed adolescents. Personnel guid. J., 1964, 42, 894-898.

Describes a project in which four emotionally disturbed male adolescents in casework treatment with psychiatrically trained social workers, were offered workshop experience and vocational counseling at Handcrafts in Los Angeles.

Landon, F. D. and Brown, F. L. Diagnostic evaluation and rehabilitation clinic for the older chronically ill and disabled persons at the Medical Center Rehabilitation Unit University of North Dakota. (Report of Project No. 356 of the Vocational Rehabilitation Administration). Grand Forks, North Dakota: University of North Dakota, 1961. 27 pp.

A special project designed to demonstrate the part a comprehensive rehabilitation center might play in the rehabilitation of older disabled workers and to examine the potentials of such workers. This project's unique quality was the fact that it drew its population from a rural framing area. The report describes client characteristics and services offered. It also discusses referral services to and from other agencies.

Leshner, S. S. and Snyderman, G. S. Evaluating personal characteristics from a client's work history. Personnel Guid. J., 1963, 42, 56-59.

Discusses the process of evaluating personal characteristics from client's work history, such as originality, responsibility, and dependency. Authors believe this information can be used to point to areas of successful performance and to help the client change behavior or to increase self-acceptance as a worker.

Leshner, S. S. and Snyderman, G. S. Problem youth: Everyone's challenge. Child and Family, 1963, 12 (4), 55-60.

Points out that traditional counseling within schools has not been effective in promoting the vocational development of culturally deprived youths. The authors discuss the success of the work adjustment program of the Philadelpia Jewish Employment and Vocational Service in developing work readiness for competitive employment in many of these youngsters who did not respond to traditional methods.

Leshner, S. S. and Snyderman, G. S. Preparing disadvantaged youth for work - III. Emplymt. Serv. Rev., 1966, 3 (1), 51-55.

Describes the work adjustment training given to a group of school drop-outs in two OMAT-financed projects conducted by the Jewish Employment and Vocational Service of Philadelphia and the local offices of the Pennsylvania State Employment Service. Among the observations and conclusions were: "traditional techniques of evaluation and preparation for work which are useful with the average unemployed or displaced workers fail with disadvantaged youth;" "evaluation procedures involving the use of work samples and productive work were effective with disadvantaged youth in designating areas and levels of training and employment;" and "evaluation, work adjustment training, and other remedial procedures must be tailored to the particular needs of disadvantaged youth."

Levine, L. Changing attitudes toward jobs for the handicapped. Emplymt. Serv. Rev., 1965, 2 (9), 1-2, 8.

Describes historical attitudes toward handicapped persons and relatively recent attitude changes involving a broadened view of "all human resources." The traditional aims of the Employment Service, to prevent long-term unemployment and 'retrieve' heretofore unemployable persons, can be met better by "greatly increased individual attention." Urges imaginative innovations necessary to meet challenges. "Workshops should be established when necessary, so that each individual may come to feel a sense of personal worth and accomplishment." Striving to achieve goals of an active manpower policy must involve efforts beyond the prescriptions of procedure manual.

Linde, T. F. A manual of work adjustment training of the Jewish Vocational Service, Milwaukee, Wisconsin. Milwaukee, Wisconsin: Jewish Vocational Service, (no date given). (discontinuous pagination).

". . . Presents a program for teaching people how to work." The manual explains and illustrated, with charts and forms, the "Selective Training and Evaluation Programming" (STEP). approach used in the developmental training program. "Habit Forming" is the basic tool of the STEP approach. Integration of "good behavior patterns" and "good work experience" are the basic training goals.

Lunde, A. S. and Bigman, S. K. Occupational conditions among the deaf. Washington, D. C.: Gallaudet College, 1959. 66 pp.

Reports a study designed to provide "information concerning the occupational status and experience of the deaf." Three-fourths of the men and three-fifths of the women surveyed were in skilled and semi-skilled

occupations, with the largest concentrations in the printing trades and schools for the deaf. Factors affecting occupational status are discussed and the appendix gives a complete break-down of job classifications surveyed.

Lytle, H. G. and Dill, M. K. A workshop medical program. Rehabilit. Rec., 1965, 6 (5), 8-11.

A workshop medical program at Goodwill Industries in Indianapolis is discussed in terms of the administrator's view and the physician's role. Attention is given to the value of having a physician on the workshop staff.

Mc Quillan, A. A study of services of industrial medical departments and a rehabilitation center. (Report of Project No. 221 of the Vocational Rehabilitation Administration). Pittsburg, Pennsylvania: Harmarville Rehabilitation Center, 1963. 55 pp. Offset.

Reports a study designed to demonstrate that "... improvement in communication between a comprehensive rehabilitation center and medical departments of industrial plants, would be related to improvement in the care and treatment of severly injured patients." When the client planned to return to his former job the foreman was included as a member of the rehabilitation team. It was found that job descriptions obtained from patients were often inadequate; utilizing a male physical therapist within the industrial medical department to evaluate the physical demands of the job aided in selective job placement. The communication procedures are discussed and information regarding the nature of the sample and the results of the services are presented as well as information gleaned by an extensive follow-up.

Margolis, D. The road ahead for sheltered workshops: Proceedings from the 1965 conference of the National Association of Sheltered Workshops and Homebound Programs, Inc. Washington, D.C.: The Association, 1966. 76 pp.

Included in this report of the annual meeting held in Milwaukee, Wisconsin in October, 1965, are sixteen addresses delivered by experts in the workshop field.

Michael Galazan set the theme of this meeting by urging the establishment of the workshop as a major social institution with a status similar to that held by hospitals. The steps necessary to advance the workshop movement toward this goal were detailed. The current status and future needs of the workshop movement were discussed by Bernard Rosenthal. Henry Redkev explored the implications of the Vocational Rehabilitation Act Amendments of 1965 for workshops. Following Paul Lustig's examination of current objectives of sheltered workshop

programs, Paul Schmidt discussed the improvement of current work evaluation techniques. Henry Lenard stressed the value of work adjustment training in preparing clients for gainful employment. Samuel Bernstein pointed out the importance of training clients in marketable skills. Frank Deimel discussed the need for good community relations and effective management in the establishment and operation of a workshop.

Suggestions of the President's Committee on the Employment of the Handicapped to add still greater strength to the workshop movement were offered by William McCahill. Following Leonard Weizman's discussion of the role and responsibility of the workshop administrator in coordinating professional services, Isadore Falkind discussed the selection and training of workshop administrators. He maintained that personnel selected should come from the field of rehabilitation. Julius Rothman pointed out that organized labor "will support the rehabilitation of handicapped workers through the medium of sheltered workshops." The importance of establishing a channel of communication between the unions and workshops was noted as well as the possibility of sheltered shop workers organizing into unions.

Roger Davis believed that to adjust to the current economy he many small workshops offering extended employment to the severely disabled must consolidate into larger or regional facilities. The difference between what the extended shop workers earn and the amount needed for minimal existence should be subsidized. Factors a workshop should consider before making the decision to engage in prime manufacturing are considered by Arnold Wilkerson. He pointed out that "workshop management must adapt itself to the dynamics of our economy." He maintained that "workshops fundamentally should be a business if they are seeking to accomplish realistic vocational rehabilitation." Oscar Friedensohn disagreed with Mr. Wilkerson's position. Adrian Levy explained that in New York support of professional services is emphasized, and described the State-Funded Rehabilitation Workshop Support Program of New York to provide funds for maintaining such services in workshops. Nathan Nelson explained why California gave the priority to the consultative support of managerial and industrial functions. Mervin Healy discussed local taxation as an additional source of funds to meet the growing demands for their services. Also he discussed a plan of the Mental Retardation Planning Council to develop a system of sheltered workshops in Minnesota.

Mattingly, S. Industrial rehabilitation. Brit. Med. J., 1965, 5467, 930-932.

"The 21st anniversary of the passing of the 1944 Disabled Persons (Employment) Act in Great Britain was the occasion for reviewing what has been accomplished under its provisions. . . Responsibilities of the disablement resettlement officer, the key person in placing the disabled in industry, are noted. About 12,000 men and women are served yearly in 17 industrial rehabilitation units situated in the main industrial areas. Vocational training in more than 40 different trades is provided at colleges or residential centers. Although there has been a steady

expansion of services provided by the Minister of Labour, fuller use could be made of the industrial rehabilitation units and the development of comprehensive rehabilitation units might advance the work." (Rehabilit. Lit., 1966, 27 (1), 29.)

Mauchlin, D. D., et al. Cerebral palsy work classification and evaluation project. (Report of Project No. 524 of the Vocational Rehabilitation Administration). Des Moines, Iowa: Polk County Society for Crippled Children and Adults, Inc., 1962. 51 pp. Mimeo.

The "work sample technique" was the prime method used for vocational evaluation. The evaluation unit made it possible for the evaluator and the client to establish a client-counselor relationship within the work milieu without delays or referrals. Childhood adjustment patterns were found to carry over to work adjustment.

Meenach, L. The stepping Stone—A report of residential rehabilitation houses for the mentally ill. (Report of Project No. 566 of the Vocational Rehabilitation Administration). Frankfort, Kentucky: Bureau of Rehabilitation Services, 1964. 38 pp. Offset.

Demonstration of halfway house programs for female mental patients cooperatively administered by rehabilitation and mental health agencies. Return to employment was a major goal. Objectives, philosophy, procedures, and criteria for selection and evaluation are included. Need for community cooperation and understanding is emphasized. Most employment opportunities were in semiskilled occupations and the authors stress the need for workshops in the local area to help bridge the hospital-community gap.

Merritt, T. E. Goodwill placement plan proves successful in influencing the employer to hire. J. Rehabilit., 1963, 29 (4), 12-14.

Describes a placement plan developed by the Memphis Goodwill Industries, where ninety percent of the clients were mentally retarded. Major findings of an analysis of the problems to be considered in establishing such a program are presented.

Miller, R. and Schmidt, P. A pre-vocational training program: handicapped benefit through Goodwill training. Bull. Indiana State Board of Health, 1965, 67, 3-5.

"A report of a 4-year project for the hard-core handicapped (including the emotionally disturbed and the mentally retarded), being conducted by the Indianapolis Goodwill Industries, Inc. From one year's

experience with the project, the authors have compiled statistics on work experience of clients, disabilities of 25 clients admitted to the project, and average weekly increase in hourly earnings for 21 who had no previous experience in assembly tasks of the workshop. Changes noted in attitudes, emotional maturity, and job adjustment are discussed briefly. Further research planned for the second year of the project is noted." (Rehabilit. Lit., 1965, 26 (8), 257.)

Mulhern, F. Work adjustment and evaluation center for older disabled workers. (Report of Project No. 668 of the Vocational Rehabilitation Administration). Mankato, Minnesota: Mankato Rehabilitation Center, Inc., 1965. 128 pp. Mimeo.

A project designed to identify the feasibility of discovering, evaluating, and applying vocational rehabilitation services to disabled workers 45 years of age and over. Among the services provided were: work evaluation, work adjustment training, and sheltered workshop experience. The Sheltered Workshop tried to duplicate the demands of work in the outside world. A 41% (45 of 111) successful placement record indicated that with special services and with total community and team approach these older workers could be returned to the labor market. Conclusions and recommendations are presented in this report as well as a description of the services program.

Nacman, M. and Itkin, I. Total rehabilitation of adult asthmatic patients. (Report of Project No. 737 of the Vocational Rehabilitation Administration). Denver, Colorado: National Jewish Hospital at Denver, 1965. 97 pp. Offset.

A project undertaken "to gain more scientific knowledge" for purposes of planning appropriate vocational rehabilitation programs for chronic adult asthmatics. A planned exercise program did not increase medication requirements or have adverse physical effects. Group and individual psychological tests did not reveal a typical "asthmatic personality." Interest tests revealed no "high interests nor clear-cut interest patterns." Extensive follow-up procedures indicated that the hospital "psychotherapeutic procedures" aided post-hospital adjustment.

Nadolsky, J. M. Evaluation criteria: An essential precursor to systematic vocational evaluation. Rehabilit. Counsel. Bull., 1960, 9, 89-93.

Discusses the need for evaluation criteria in vocational evaluation. The author believes that standarized techniques such as the use of an occupational base or evaluation criterion should be employed in order to define and limit the purpose of vocational evaluation, and to act as guidelines to which clients' abilities and performance could be compared. Discusses an approach to constructing a broad occupational

base for evaluation for a large number of training areas and occupations. The author recommends developing the criterion for occupational families and using the information available in the Dictionary of Occupational Titles and the Estimates of Worker Trait Requirements for 4,000 Jobs.

National Rehabilitation Association. Sheltered workshops 1965: Special 38-page report on key issues. J. Rehabilit., 1965, 31 (1), 17-54.

Special workshop issue of the National Rehabilitation Association's Journal, co-sponsored by the National Association of Sheltered Workshops and Homebound Programs. Contains 38-page reporton key issues relating to sheltered workshops in 1965. These articles were listed individually by author in Stubbins, Joseph (Ed.) Workshops for the handicapped: An annotated bibliography, No. 2., Los Angeles: State College at Los Angeles, 1965.

Neff, W. S. Problems of work evaluation. Personnel Guid. J., 1966, 44, 682-688.

Four approaches to work evaluation and their historical development are appraised: (1) the mental testing approach; (2) the job analysis approach; (3) the work sample approach; and (4) the situational assessment approach. Each approach is evaluated. It was concluded that the approach one uses will depend on one's objectives and one of the major obstacles to improving vocational evaluation is the paucity of resources available with which to field-test the various methods in actual industrial settings.

Nelson, N. and Dibb, E. O. Census of the population of workshops for the handicapped in California, 1964. Sacramento, Calif.: State Department of Rehabilitation, 1966. 17 pp. Mimeo.

Presents descriptive data collected from 88 workshops (71.5% of the 123 shops in operation in California on December 1964) by mailed questionnaire. Data are reported on the length of stay, number served annually, termination and reasons, placements, wages paid enrollees, and type of handicap. Comparisons are made with the findings of a similar census of the 1962 population. Questionnaire is presented in the appendix.

Nelson, W. M. ES role in serving the mentally retarded. Emplymt. Serv. Rev., 1965, 2 (9), 11-12, 53.

Describes the role and success of a full-time selective placement specialist for the mentally retarded at the Alexandria office of the

Louisiana Division of Employment Security. Estimates that 85 percent of the retarded clients served were placed. "They are working in laundries, restaurants, nurseries, and at military installations in such jobs as dish washer, stock boy, fry cook, mechanic helper, and wrapper."

Neuhaus, E. C. A unique pre-vocational program for educable retardates. Mental Retardation, 1965, 3 (4), 19-21.

Describes a pre-vocational training program for retarded young adults at Abilities Inc. in New York. Basic orientation, job training, and personal-social adjustment training were emphasized. A significant "number of retardates gained the necessary skills and understanding of a competitive work situation to develop into productive workers." Work sampling was more valuable in evaluation and predicting vocational potential than other methods. Recommends that education of the retardate "be more relistically oriented toward vocational goals."

Neuhaus, E. C., et al. The development of new techniques and the training of mentally retarded and severely physically disabled adults on commercial and industrial skills. Albertson, New York: Human Resources, 1965. 33 pp.

A project designed to "train retarded and severely handicapped youths on new industrial and commercial skills and techniques that would create new job opportunities for them." One hundred-fifty selected DVR clients were trained in etching and engraving glass, typewriting, and key punch operation by conventional training methods and by computer-based instructional techniques. It was reported that "at the termination of the project 64 retarded and disabled youths were working in competitive employment," either at Abilities, Inc. in New York or in "jobs in the community."

Nussear, H. Telling and selling the workshop story. J. Rehabilit., 1965, 31 (3), 27-28.

Discusses the importance of "telling and selling" the workshop to the community for obtaining subcontract work or job placements. Offers tips on how to reach the right person and what to say to him, based on the author's while employed as the public relations director for the Sheltered Workshop and Occupational Training Center of the Baltimore Association for Retarded Children.

Olshansky, S. and Unterberger, H. Employer prejudice against the mentally restored: fact or fancy? J. Rehabilit., 1965, 31 (5), 23-24.

Challenges the assumption that ex-mental-hospital patients are unable to secure employment due to employer prejudice and points out "that the vast majority of patients leaving mental hospitals do enter employment." The authors state the unemployed minority either do not want to work or are unable to work within the competitive labor market. They discuss their reasons for this view and urge consideration of other problems they consider more pertinent to employment than "employer attitude."

Oseas, L. Work requirements and ego defects. Psychiat. Quart. 1963, 37, 105-122.

Examines "the work dilemmas of the recovering psychotic in terms of the collision of ego deficiences with the requirement of work realities." In addition to being less able to meet the requirements of work, the psychotic is less compelled by the rewards of work. "The meaning of work to the recovering psychotic are considered in terms of the role played by work in his strivings for (a) self-actualization (b) self-identification (c) self-enhancement (d) social participation (e) mastery and (f) security." The author concludes that a carefully structured work setting appears to be an appropriate beginning for broader social adjustment.

Overs, R. P. Vocational appraisal and disability evaluation. Arch. Environ. Health, 1965, 11, 841-845.

Discusses the process of vocational appraisal and points out the deficiencies in the "checklist method" of matching worker capacities and traits to job requirements. This method does not consider social factors or the client's perception of his situation.

Overs, R. P. and Cole, E. Work evaluation. Rehabilit. Rec., 1964, 5 (3) 18-21.

Explores the client-evaluator interaction and the work evaluator's role in the process of work evaluation. Four approaches to work evaluation are discussed in regard to the psychological climate produced. The authors feel that the work evaluator should assume a "evaluator-counselor" role and function as a therapeutic agent. They propose that "the work evaluator spend more time helping the client evaluate and integrate into his self-concept what he has done." Ways of implementing this approach are discussed.

Paulhe, G. P. Development of a system of work capacity assessment for the disabled. (Report of Project No. 806 of the Vocational Rehabilitation Administration). Stanford, California: Stanford University School of Medicine, 1965. 115 pp. Mimeo.

Four major goals evolved: (1) selection of variables (2) development of appropriate research techniques (3) testing assumptions and methodology (4) production of job samples whose characteristics are known. Short-term (preferably one-week) evaluation for semi-skilled work using job samples (e.g. cable-clamp assembly) was the prime assessment technique. Methodology and the rationale for selection of variables are explained with great detail and clarity. Four years of study emphasized to the authors that the ideal research facility was "one in which measured and systematic observation was to be conducted in an unobtrusive manner. The instrumentation was designed to supplement - not replace - the clinician's sensory and computational capacities." Electronic monitors for sensory-motor variables utilized tools and procedures for measurement which the authors see as offering a means for coordination of the various rehabilitation professions. Tables, charts, diagrams, and appendices offer complete information on the assessment procedures developed.

Peterson, R. O. and Jones, E. M. Guide to jobs for the mentally retarded. Pittsburgh, Pennsylvania: American Institutes for Research, 1964. (partial pagination). Litho.

A revision of a preliminary guide published in 1960, reflecting comments and suggestions of counselors and teachers who used the earlier guide. Contains the personal characteristics, training requirements, and job requirements for four major types of employment. The index to "employing organizations" lists those industries and types of establishments which conceivably might have job suitable for the retardate.

Phelps, W. R. Out of the shadows. (Report of Project No. 957 of the Vocational Rehabilitation Administration). Charleston, West Virginia: West Virginia Rehabilitation Center, 1965. 155 pp.

Discusses the effectiveness of an eight-week residential course for 171 educable mentally retarded girls, directed toward a goal of employment.

The primary objectives of this program were to: (1) provide evaluation and pre-vocational conditioning; (2) provide personal, social, and job-adjustment evaluation and training according to individual needs; (3) develop attitudes, skills, and work habits to the highest potential, so they may become as productive, useful, and participating members of society as possible; (4) study the effectiveness of a program of training to help prepare mentally retarded girls for competitive or semi-competitive employment, primarily within service occupations, homemaking, or as unpaid family workers; (5) develop within the community

a better understanding and acceptance of the mentally retarded; (6) develop a useable and functional curriculum that can be adopted by other rehabilitation centers and special education programs. The project staff felt approximately 130 of the clients were improved. Employer attitudes toward the mentally retarded, special problems and needs which came to light during the project were also discussed.

Phillips, T. W. Project, Inc. (Report of Project No. 274 of the Vocational Rehabilitation Administration). St. Louis, Missouri: Project, Incorporated, 1961. 44 pp. Mimeo.

A project designed to demonstrate that special workshop training could vocationally rehabilitate young mentally retarded adults who had previously been judged unemployable. After training 137 retardates, placing 28 in industry, and employing 38 in a sheltered workshop it was concluded that the admissions policy, testing and evaluation program was deficient in certain respects. Conclusions and recommendations for the future are presented.

Pinner, J. I. and Altman, A. H. Selective placement in industry. J. Rehabilit., 1966, 32 (2), 71-73.

Discusses the process of matching the physical, mental and emotional capacities of "cardiacs" to the demands of suitable jobs. The discussion is based on the experiences of the New York State Employment Service.

Power, F. R., et al. A rehabilitation program for the mentally ill - The Rehabilitation Project Houses. (Report of Project No. 571 of the Vocational Rehabilitation Administration). Huntington, West Virginia: West Virginia Division of Vocational Rehabilitation (no date given). 73 pp. Litho.

A "halfway house" demonstration using the Vermont Rehabilitation House Program as a prototype. Successful return to the community and adjustment to employment are major goals. Selection and prediction criteria are discussed. Case histories included illustrate the role "Rehabilitation House" and its staff have in effecting vocational and social adjustment. Problem cases are also analyzed.

Rehabilitation Center, Inc. A work adjustment center for persons with emotional problems, June, 1960-June, 1964. (Report of Project No. 500 of the Vocational Rehabilitation Administration). Evansville, Indiana: The Rehabilitation Center, Inc., 1964. 101 pp. Mimeo.

Based on a prototype operation of Jewish Vocational Service of Chicago, Illinois for disabled persons with emotional problems that interfere with

work adjustment. A demonstration project that created community interest and action resulting in coordinated, professionally supervised vocational services for all categories of vocationally handicapped individuals. Diagnosis and counseling became the major roles of the Rehabilitation Center with another agency providing the "production based" workshop for evaluation and adjustment.

Reingold, J. The establishment of a sheltered workshop in a home for the aged: Some initial considerations. J. Jewish Communal Serv., 1966, 42, 269-273.

Makes the point that the establishment of a sheltered workshop in a home for the aged affects the total institution and tends to make it "less of an institution and more of a community."

Risch, F. New horizons in rehabilitation of the epileptic. J. Assoc. Physical and Ment. Rehabilit., 1960, 14 (5), 129-131.

Discusses the accomplishments of the five Epi-Hab programs located in various parts of the United States. Of 475,000 man-hours of work sub-contracted only 425 were lost due to seizures. Also reported are the hiring attitudes of 314 Arizona companies surveyed in a doctoral study by Robert G. Wolfson.

Rosenberg, B. and Usdane, W. M. The TOWER system: Vocational evaluation of the severly handicapped for training and placement. Personnel guid. J., 196, 42, 149-152.

Presents a brief description of the TOWER System and reports a study designed to determine its effectiveness. This study was based on 534 of the Institute for the Crippled and Disabled during a five-year period from 1952 to 1957. The author concludes, "This study merely suggests the practical aspects of the TOWER System as one approach for determining the hand dexterity and vocational aptitude of the severly handicapped individual in 13 occupational areas."

Rosenstein, J. and Lerman, A. Vocational status and adjustment of deaf women. (Report of Project No. 601 of the Vocational Rehabilitation Administration). New York: Lexington School for the Deaf, 1963. 158 pp.

A two-year study of the deaf female worker and factors that relate to the vocational success. Information was obtained from mailed questionnaires, school records, personal interviews, parents and employers. "The motivation to work and the nature of the satisfaction for deaf women generally follow patterns that occur for hearing women workers . . . From the employers' point of view, these women are satisfactory workers, although allowances are often made in favor of their handicap."

Rosenthal, B.S. Workshop in a rapidly changing society. J. Rehabilit., 1966, 32 (1), 30.

In an analysis of the current client population of sheltered workshops throughout the country, The National Association of Sheltered Workshops and Homebound Programs has classified the workshop population into the following major disability groups: physical, mentally retarded, emotionally disturbed, disabled aged, and socially handicapped. This last group exemplifies the changing nature of the workshop population. More and more, young people are being helped by energetic and highly imaginative directors. Workshops are constantly changing, and new concepts are being developed. Increasing numbers of alcoholics, narcotic addicts, and chronic welfare dependents are being accepted. Other examples are the concept of the satellite shop and the neighborhood shop to aid the severely disabled, and the trend toward institutionalized workshops for mental patients and the aged.

Rotberg, J., Cicenia, E. F. and Bogatz, B. E. A residential school program preparing educable retardates for on-the-job training. Mental Retardation, 1965, 3 (5), 10-15.

Describes a "Pre-Vocational Orientation Program" for mentally retarded developed at Johnstone Center at Bordentown, New Jersey, to provide a more gradual transition from academic to on-the-job training. "This program is conducted in classroom, shop and service area settings, but is totally divorced from production, thereby providing an effective preparation for the more intensified vocational training which follows."

Rusalem, H. Studies in the vocational adjustment of deaf-blind adults. Brooklyn, New York: The Industrial Home for the Blind, 1959. 324 pp.

Discusses vocational evaluation, counseling, training, and placement of deaf-blind persons; including factors limiting employment, employment potentialities and occupational opportunities for the deaf-blind. Questionnaire and interview findings concerning the vocational adjustment of deaf-blind men in a workshop are discussed. Observations of the deaf-blind in the workshop setting are also presented. Describes the findings of a study of 12 deaf-blind individuals who were employed in other work settings and reports an investigation of factors relating to homemaking activities practiced by deaf-blind women.

Rusalem, H. The floundering period in the late careers of older disabled workers. Rehabilit. Lit., 1963, 24, 34-36.

The floundering period, one of involuntary movement from one job to another, can provide a form of gradual transition--"a period of disengagement from work and a growing experience with leisure", with

its consequent changes in status in the family and the community. A pilot counseling and exploratory workshop project with older disabled persons enabled the 'trainees' the opportunity to reexamine their vocational self-concepts and adapt to the realities of the 'floundering period'. Implications of the study analysis indicate a need for ongoing counseling, placement service, and a 'disengagement workshop' featuring opportunities for gradual reduction in work activity, employment leaves for short-term jobs, and gradual nonvocationally oriented activities.

Rusalem, H. Disability, old age, and employment. J. Occup. Med., 1963 5, 575-578.

Reports a project at the Federation Employment and Guidance Services in New York City designed to demonstrate the feasibility of preparing disabled individuals 55 years of age or older for competitive employment. Two-thirds of an unselected study group of 700 clients obtained at least one job and more than half of the clients placed remained on their jobs six months or more. Discusses factors associated with client success and the "role of the physician in relation to the work-motivated older person."

Sakata, R. and Sinich, D. Do work samples work? Rehabilit. Counsel. Bull., 1965, 8, 121-124.

Presents pros and cons of work samples. On the "pro" side, work samples more closely approximate actual work than do standardized tests, and are more concrete and meaningful to prospective employers than tests. Some negative aspects are: (1) work samples may be so simple as to insult the individual performing them; (2) work samples are subjective evaluations, and (3) work samples lack standardization. The authors feel more effort is needed to improve work samples, e.g., increase standardization and design work sampled to fit the level of more clients' potentials.

Salmon, F. C. and Salmon, C. F. Rehabilitation center planning: an architectural guide. (Report of Project No. 190 of the Vocational Rehabilitation Administration). University Park, Pennsylvania: Pennsylvania State University Press, (no date given). 164 pp.

"Describes some of the major areas of activity within a rehabilitation center. It also describes rehabilitation programming, planning disciplines, and environmental considerations." Plans and drawings of all areas of comprehensive rehabilitation centers are included. Architectural considerations peculiar to this type of building are given special attention.

Salmon, F. C. and Salmon, C. F. The blind: space needs for rehabilitation. (Report of Project No. 672 of the Vocational Rehabilitation Administration). Stillwater, Oklahoma: Oklahoma State University, 1964. 82 pp.

A book addressed specifically and mutually to two groups of people: (1) architects and (2) administrators who have responsibilities with respect to the building of centers for the rehabilitation of blind people. This study presents not a specific plan for a complete self-contained center, but some of the facilities for the blind. In Part I, "Environmental Considerations," are found design fundamentals of the specific spaces needed to carry out the rehabilitation program. Material presented is based upon analysis of fourteen rehabilitation centers and institutions for blind persons, discussions held with personnel concerned with the rehabilitation of blind persons, and a review of selected literature.

Salmon, F. C. and Salmon, C. F. Sheltered workshops: An architectural guide. (Report of Project No. 883 of the Vocational Rehabilitation Administration). Stillwater, Oklahoma: Oklahoma State University, 1966. 133 pp.

"The purpose of the guide is to inform the architect of the special needs to be incorporated into the planning of sheltered workshops and to point out to those in other disciplines concerned with the administration and operations of sheltered workshops the special contributions that architecture may make to the success of the program." Factors to consider in planning the construction of a workshop are discussed along with many illustrations. Among these considerations are suitability of space and work stations, accessibility of facilities, storage, diversification of work, and the program of services. Illustrated are layouts of (1) an existing sheltered workshop, (2) the same building with a modified layout, and (3) a new building with a different layout.

Schlesinger, L. E. Epilepsy: Unemployment and rehabilitation. Rehabilit. Lit., 1966, 27, 98-105.

Examines current status of the problem of epilepsy and unemployment, and describes ongoing research and service programs aimed toward amelioration of this problem. Points out that sheltered workshops tailored specifically for severely disabled epileptics have been demonstrated to be effective in vocational rehabilitation of this group, and that more facilities of this type are needed. Further recommendations are: more intensive placement and follow-up services; more information on employer policies toward hiring epileptics; greater attempts to reach more of the younger epileptics to reduce the development of emotional problems.

Schlesinger, L. E. and Haberlein, B. Guide to placement of youthwith epilepsy in the Neighborhood Youth Corps. Washington, D.C.: The Epilepsy Foundation and the Neighborhood Youth Corps, 1966. 50 pp. Litho.

Written in lay terms, this manual was designed to help alleviate fears and enable staff members of the Neighborhood Youth Corps to deal comfortably and effectively with epileptics. Discusses case finding, placement considerations, and the handling of frequent accompanying social and emotional problems of youth with convulsive disorders. Offers a rule of the thumb: "The amount of job counseling should be proportional to the degree of unfair treatment to which the epileptic has previously been exposed." Points out that youths with epilepsy must learn work habits and social skills as well as job skills. Presents facts about the nature of epilepsy and recommendations of what to do when a seizure occurs.

Scott, T. B., et al. A definition of work adjustment: Minnesota studies in vocational rehabilitation: X. Industrial Relations Center, University of Minnesota, 1960, 75 pp.

Reviews the literature on job satisfaction, on morale and employee attitudes, on worker motivation, on behavioral criteria, and on vocational fitness, to study the different variables that have been used to indicate various facets of work adjustment. Various instruments used to measure these variables are evaluated, and their correlates are examined. A research-oriented definition of "work adjustment" is developed in terms of variables, instruments, and procedures.

Shapiro, S. (Ed.) Vocational Abstracts 1963 - 1964. New York, New York: Jewish Occupational Council, 1966. 67 pp. Offset ($1.25).

"An annual survey of the publications, articles and research reports written and prepared by the professional staffs of the Jewish Vocational Services in the United States, Canada and Israel." This quotation is the sub-title of this report. Many, if not most of the items listed are issued as mimeographed reports by local Jewish Vocational Services Agencies.

Slutzky, J. E. A structured therapeutic work-study program for emotionally disturbed adolescents. (Report of Project No. 623 of the Vocational Rehabilitation Administration). Freeport, New York: The Berman School, Inc., 1963. 67 pp.

The program was designed to help disturbed adolescents become employment-ready by providing them with activities in a rehabilitation center and experience on actual jobs in the community. The activities were planned in relation to treatment goals. The author concludes that "we have demonstrated that our program has been highly effective in advancing the vocational rehabilitation of severely disturbed youth."

Snyder, R. B. Blue sky therapy. Emplymt. Serv. Rev., 1965, 2 (9), 3-4, 19.

Narrative history and evaluation of a cooperative agency/community apple harvest in New York involving 40 mentally ill patients of NY VA's "PREP Workshop" at Conandaigua. "The fruit harvesting project completed by our patients in November 1964 was one of the most successful therapy-rehabilitation programs we have initiated in some time. The response of the patients and the people for whom they worked encourages us to broaden the scope of this program in the future."

South African Department of Labour. Rehabilit. in S. Africa, 1965, 9 (3), 104-149.

Entire issue devoted to the survey of the handicapped recently undertaken by the Vocational Services Division of the Department of Labour.

"The editorial and the articles in English give information on the professional staff of the Department, the placement techniques employed, administrative aspects of the service, incidence of handicaps in larger urban areas of the Republic of South Africa, sheltered employment schemes (there are 11 such factories catering to Europeans), and types of employment in which the handicapped are employed." (Rehabilit. Lit., 1966, 27 (2), 61.)

Stearns, W. F., et al. The regional rehabilitation-for-work center. (Report or Project No. 610 of the Vocational Rehabilitation Administration.) Boston, Massachusetts: Morgan Memorial, Inc., 1965. 92 pp.

A project designed to establish a regional, comprehensive, integrated facility for work evaluation, work conditioning, and job training of persons from the New England area severly handicapped by emotional or physical disability, to be used concurrently with physical medicine and rehabilitation centers in this region. The clients and the handling of client crises are discussed as well as the findings and implication of this project.

Stein, E. A paid employment sheltered workshop in a large state hospital in the United States. Rehabilit. Lit., 1966, 27, 41-45.

A description of a successful attempt to establish a work for pay workshop in a state mental hospital. The observation of idle patients without any money to buy incidentals sparked the idea. The workshop opened as a link to the outside and as a means of livelihood for those unlikely to leave the hospital. The goals of the project are: (1) to teach patients to assume responsibility for behaving in a socially acceptable manner; (2) to enable them to learn to work with one-another; (3) to provide a meaningful work experience that teaches skills and work habits in

preparation for employment after discharge; (4) to give an opportunity to earn money. At the heart of the project are the contracts for work. After the first four years of operation, the workshop had a record of 131 patients placed out of a possible 153. The project has demonstrated that public and voluntary agencies can work together. One of the important results of this project is that it has inspired other groups to set up similar programs to meet their needs.

Stubbins, J., et al. Workshops for the handicapped: An annotated bibliography, No. 1. Los Angeles; California State College at Los Angeles, 1964. 61 pp. Offset.

An annotated bibliography of publications pertinent to workshops for the handicapped, covering the period 1955 to June 1964.

Stubbins, J., et al. Workshops for the handicapped: An annotated bibliography, No. 2. Los Angeles: California State College at Los Angeles, 1965. 69 pp. Offset.

Lists bibliographic items appearing between July 1964 and June 1965 as well as earlier ones not included in No. I. of this series.

Suinn, R. M. and Paulhe, G. P. A note on types of work motivation. Rehabilit. Counsel. Bull., 1966, 9, 102-105.

Nine employees of the Stanford University Division of Rehabilitation Medicine asked to list the reasons they felt why people work. Three clusters mentioned most frequently were: (1) economic or creative comfort needs; (2) achievement and recognition, and (3) growth and productivity.

Sussman, M. B., et al. Rehabilitation and tuberculosis: predicting the vocational and economic status of tuberculosis patients. (Report of Project No. 597 of the Vocational Rehabilitation Administration). Cleveland, Ohio: Western Reserve University, 1964. 209 pp.

A study to discover the demographer, vocational, and social-psychological factors which influence the medical, vocational, economic and social rehabilitation potentials of tuberculosis patients. A comparison was made between those whose disease remained in the minimal stage, and those whose disease progressed until hospitalization became necessary. Three items of biographic data suggested reduced potentials for rehabilitation: (a) living with no family members; (b) being a "family isolate" and also having an unstable work history during the five-year period prior to first admission; and (c) having other medical conditions which complicated the tuberculosis. An 18-month follow-up

prediction study of rehabilitation outcome was based on information obtained in the first study. "Vocational" and "economic" outcomes were predicted with accuracy beyond chance expectations, but "social" outcome was not predicted better than at chance level. Implications and recommendations are discussed.

Taylor, W. W. and Taylor, I. W. Vocational Training for handicapped youth in England. Emplympt. Serv. Rev., 1965, 2 (9), 24-25, 52.

Describes roles of central government, voluntary centers and voluntary workshops in the training of the handicapped, as well as legislation empowering the Ministry of Labour to promote industrial training and education. "The English pattern of organization of services at the national level, characterized by close cooperation with private agencies, is well worth careful study by American agencies concerned with vocational training of the handicapped."

Thompson, D. B. Guide to job placement of the mentally restored. Washington, D. C.: The President's Committee on Employment of the Handicapped, 1965. 41 pp.

A pamphlet, written in lay terms, designed to help alleviate common fears of potential employers of the "mentally restored." Discusses (1) information needed to match the man and the job, (2) factors indicated by research to be predictors of employment success, (3) points to consider when helping a job-seeker decide whether he should seek a different kind of work, and (4) the amount of guidance and support a mentally restored job-seeker might require. Presents information about the "mentally restored" as a worker, and suggests answers to common employer objections to hiring such persons. Follows a question and answer format.

Turell, D. J. The cardiac patient returns to work. Amer. J. Nursing, 1965, 65 (8), 115-117.

"The nurse must have a thorough understanding of the physiologic and psychologic effects of sudden cardiac illness on the patient's motivation for rehabilitation and return to work. Turell reviews the acute phase of the illness (using myocardial infraction as an example), discusses the management of physical and psychological problems, the principles used in evaluating progress of convalescence, and the work prescription and role of the work evaluation unit in estimating patient's physical capacities." (Rehabilit. Lit., 1965, 26 (10), 318.)

United States Department of Labor. Sheltered workshops certificated by Wage and Hour and Public Contracts Divisions, U. S. Department of Labor. Washington, D.C.: U. S. Departments of Labor, 1964. 137 pp. Mimeo.

Shows certificate rates, training period, number of clients and disability served. Includes name, address, and director for all certificated agencies as of June 30, 1964.

Vitale, J. H. and McDonough, J. M. The sheltered workshop: an experimental study with chronic mental patients. Ment. Hyg., 1966, 50, 270-275.

Small group methods were applied to a group of chronic mental patients working in a sheltered workshop. An experimental and control group were given differential treatment and no significant differences were observed between the two groups over a seven week period. Although there were no group differences, each group showed weekly improvement in its productivity, work habits, and job performance. The authors conclude that it would be unrealistic to expect that these men will continue to progress and in the future become self-supporting. They feel employment in a terminal workshop may be the best goal for many chronic mental patients.

Vosburgh, B. L. and Rosendaal, H. M. The cancer patient in industry. J. Occup. Med., 1960, 2, 432-434.

Stresses the need for using informed criteria based on recent statistical information re. survival and cure rates when hiring the cancer patient. A history of cancer should "not automatically eliminate" the consideration of an applicant. Specific criteria are mentioned and a list of references to additional sources is provided.

Wagner, E. E. and Hawver, D. A. Correlations between psychological tests and sheltered workshop performance for severely retarded adults. Amer. J. Ment. Defic., 1965, 69, 685-691.

Reports high correlation between (a) results of a battery of IQ and manual-dexterity tests and (b) instructor evaluations of 40 workers in a sheltered workshop. Significance at the .001 level on several tests encouraged the authors to pursue further research with larger samples on the Bender-Gestalt test alone. Study tends to support thesis that "intelligence and abilities are related in subnormals" but authors suggest further testing in larger groups, with higher grade defectives and study to extent to which organic impairment is related to findings.

Walker, R. and McCourt, J. Employment experience among 200 schizophrenic patients in hospital and after discharge. Amer. J. Psychiat., 1965, 122, 316-319.

Reports a study conducted at the Veterans Administration Hospital at Brockton, Massachusetts, comparing work activity of 211 male schizophrenic veterans with their post-hospital employment experience over a six-month follow-up period. Fifty-three percent had participated in work activity on a regular basis during at least part of their hospitalization, but only 47 percent were employed at any time after their return to the community of which only 49 worked at a regular full-time job throughout the follow-up period. The authors conclude that there is a "need for much greater use of special employment centers and/or placement."

Warren, F. G. The Kent Occupational Education and Training Center. (Report of Project No. 981 of the Vocational Rehabilitation Administration). Grand Rapids, Michigan: The Kent Occupational Education and Training Center, 1965. 66 pp.

Describes a high school program for the educable mentally retarded. Through a combination of classroom experience, sub-contract work experience, and on-the-job training this program attempts to prepare its students both socially and vocationally. Tenative results indicate "that the program is feasible, practical, and capable of producing competent graduates."

Warshaw, L. J. Employability of the patient with heart disease: How is it evaluated? J. Chron. Dis., 1965, 18, 931-944.

Presents various factors that influence employability of individuals with cardiac conditions. Examples are: personal characteristics of the individual, geography (hot and humid climates and long distances to work may be adverse), whether one is skilled or unskilled, the state one resides in (insurance rates and disability programs vary from state to state). ". . . employability cannot really be dealt with in generalities. It must be decided in terms of a particular employee being considered for a particular job by a particular employer in the light of a particular constellation of social, economic, and business factors." Discusses the information a physician needs to determine employability status of the individual. Presents physiological data on energy costs of various activities.

Weimer, J. W., et al. Specialized rehabilitation training for mentally retarded young adults. (Report of Project No. 489 of the Vocational Rehabilitation Administration). San Antonio, Texas: Opportunity Workshop and Training Center, 1964. 110 pp. Mimeo.

A program designed to demonstrate that effective rehabilitation services could be provided for mentally retarded persons of employable age previously considered to have little prospect of becoming rehabilitated without specialized services. The report describes the program, staffing, population and intake process of the workshop. Included is the staff training manual, which includes the philosophy of the workshop and specific information to guide staff interaction with clients.

Weinberg, J. L. The contribution of workshop experience in the vocational rehabilitation of post-hospitalized schizophrenic patients. Rehabilit. Counsel. Bull., 1964, 8, 58-59.

Summarizes in a "research-brief" the findings of a study of the contribution of sheltered workshop experience in the vocational rehabilitation of post-hopitalized schizophrenic patients. For a detailed report see: Jewish Vocational Service of Essex County. A study of the contribution of work experience in the vocational rehabilitation of post-hospitalized schizophrenic patients. (Final report of project no. 334-59. Essex County, New Jersey: Jewish Vocational Service of Essex County, 1963, annotated in Stubbins, Joseph (Ed.) Workshops for the handicapped: An annotated bibliography, No. 2. Los Angeles: California State College at Los Angeles, 1965. p. 23.

Whitten, E. B. A new legislative milestone for the handicapped. J. Rehabilit., 1965, X 31 (6), 10-12.

Explains the general program features of the Vocational Rehabilitation Act Amendments of 1965 and points out their significance. A section is devoted to workshop and other rehabilitation facilities.

Winters, K. First report of the Alameda County placement project for the blind. New Outlook for the Blind, 1966, 60, 39-42.

Reports the first six months of a project designed to "demonstrate whether or not a concentrated effort would result in helping an appreciable number of recipients of Aid to the Blind to be self supporting."

Wirtz, W. W. Manpower research and training under the Manpower Development Training Act of 1962. Washington, D.C.: United States Department of Labor, 1965. 219 pp.

The third report of operations covers 1964, the second full year of the program's operation. Of all trainees in MDTA "institutional programs," 7% (about 4800 persons) were handicapped. Portions of the report focus on long-term unemployed, handicapped, unskilled youth, and older workers. Data is given on the various training programs now underway and research in progress. The appendix lists all the occupations for which MDTA training has been approved and gives instructions for preparing and submitting proposals for research grants under PL 87-415.

World Commission on Vocational Rehabilitation. Conclusions of the international seminar on sheltered employment. International Rehabilit. Rev., 1965, (Jan.), 14-15.

Sponsored by the International Society for Rehabilitation of the Disabled in cooperation with the Swedish government and the International Labor Organization, with more than fifty representatives of governmental, non-governmental and voluntary agencies from 34 countries participating. The 34 conclusions reached cover a wide variety of topics ranging from concepts, aims and principles to conditions of work. Announced publication of complete proceedings of the seminar to be completed later in 1965.

SHELTERED WORKSHOPS:
BUSINESS OR SOCIAL SERVICE AGENCY ?

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Sheltered workshops may be viewed as lying on a continuum with one end emphasizing business and the other social service aspects. In this paper, the major business and social service functions of the sheltered workshop will be examined in turn and their implications for programming and management will be considered. Hopefully, this discussion will have some value in the training of sheltered workshop directors and staff development.

The issue as to whether the sheltered workshop is a business or social service agency is usually related to the application of good principles of management. Management is often equated with business practice, as noted by the fact that courses in management are usually in schools of business or commerce. Workshops are castigated for poor business practices resulting from poor management. However, the issue is not whether the shop should use good principles of management. The most philanthropic oriented workshop would not support the idea that the shop should use poor management resulting in waste or destruction of something which has value. The problem arises in deciding what has value and then to put into practice those principles of management which do not waste or destroy those objects of value.

The sheltered workshop has two primary objects of value. It has material goods which it produces and for which it receives money, thus attesting to its value. It also has people who may have several values. If the value of the handicapped person to the workshop is in terms of his economic role, then one should deal with him in such a way as to increase his production of material goods. If his value lies in his needs for vocational rehabilitation, then one should deal with him in such a way as to increase the effectiveness of the expression of his abilities. In both instances, one should try to use the best management practices to enhance his value. The proper management of a client in need of rehabilitation may require a different set of practices than would be required in the proper management of material goods or the worker in his economic role. Proper management of a client may require shifting him to various types of work, because he cannot tolerate remaining at one task for an extended period of time or his training calls for a variety of experiences. This would be poor industrial practice, but may be good management of client service.

The question as to whether a sheltered workshop is a business or a social service agency is related to the cost of its operations. It would be generally agreed that every enterprise should know the cost of each part of its operations. It should also know the relative contribution of each of its functions to its total goal. However, knowledge of cost does not result in identifying the enterprise. What one does with this knowledge will determine whether it is a business, a social service agency or some other type of facility. How one uses knowledge of the contribution and cost of the parts of an enterprise is essentially a policy decision. Since there are choices in such decisions,

the enterprise can become one of several types. The issue is what would be the most appropriate type. That is, shall it be a non-profit or a profit work facility. Whether the work is sheltered or not would not even be a factor since both profit making and non-profit making enterprises can provide sheltered work.

In out culture, we believe that reducing costs is preferable because our resources are limited and it would enable us to provide more to more people. This belief is somewhat contradicted by the practice of built-in obsolescence which increases ultimate cost by reducing the life of manufactured articles. Built-in obsolescence merely postpones the accounting. However, assuming that cost reduction is a desirable goal, one is required to make a policy decision concerning what costs to reduce since there are a number of cost items which can be reduced. A business can reduce costs by obtaining more competent labor or by increasing the productivity of its labor by better equipment or improved organization of the work. If the sheltered workshop tries to follow this method of cost reduction, it would rid itself of its low level workers and accept those who are more competent. If this process is extended, it would be questionable whether the facility could be called a sheltered workshop in which there are vocationally handicapped workers. If the sheltered workshop increases productivity by improved equipment and organization, it will reduce costs but it may be denying a particular client an experience which may contribute to his general vocational proficiency. A business can reduce costs by reducing the cost of supervision. If the sheltered workshop does this to the same ratio of workers to supervisors as one would find in a profit making business, it would mean a significant reduction in floor supervisors, production supervisors, counselors, psychologists, evaluators, etc. The result of such a reduction would be to curtail drastically its service function because handicapped clients need these people.

A business can also reduce costs by obtaining its raw material as cheaply as possible. It can increase its profit by charging its customers a higher price for its finished products. The workshops can also attempt to obtain its raw material as cheaply as possible. However, its raw material includes both (a) material goods which will be finished into salable products, and (b) people who will be finished into salable workers. The only way one can obtain less expensive people, who represent one type of raw material, is by paying them wages far below their productivity. Here the law does not permit us such freedom of exploitation.

Workshops have several products which they produce. Some will produce one product, some two and some three. The products of a workshop are: (a) material goods or services that are sold, (b) people who are changed so that their labor can be sold, and (c) facts and evidence which are distributed. This matter product is the result of various research and demonstration efforts that some workshops perform. This accumulation of information which is disseminated is closely related to people as products. Workshops will differ in the degree to which they produce each of these products. The degree to which each of these products assumes importance in the policy of the agency, will be reflected in its practices. There are, however, certain mutually contradictory directions that result from policies which place any one of these products in a position of greater relative importance. The kind of operations that would contribute to improvement of efficiency and management

with a concern for material goods may be quite different from the kinds of operations that would be required in a concern for people. If people come to a workshop because of special vocational problems, it would appear that what the client needs may be quite different from what is needed by material goods. Increased income, although quite important, is not the only need of sheltered-workshop clients. The kinds of decisions one would make concerning improvement of research or information gathering may be dramatically opposed to those decisions one would make concerning services to people. We thus have a three-way conflict around the products of a workshop. If the workshop is also thought of as an educational enterprise, we have in reality, a four-way conflict which is reflected in the workshop as a business, the workshop as a social welfare agency, the workshop as an educational service and the workshop as a research facility.

The way we identify a sheltered workshop is expressed in how we describe or label the people in the shop. (By the way, if we speak of the workshop program or its services, we are likely talking about the workshop as a social service or educational facility. A business does not offer a program.) Those who are in the shop can be labeled as employees, trainees, clients or subjects. Each of these descriptive labels implies a number of characteristics which have a direct relationship to the identification of the sheltered workshop. The vocationally handicapped person who is in the workshop may have several relationships to the facility and the staff. These relationships determine the labels which we attach to the handicapped worker. Did he come as an employee to work for wages or did he come as a client to receive a service ? The fact that these labels may be applied inappropriately and often are so applied, merely highlights the confusion as to whether the handicapped person is a client or an employee. If he receives pay for his production then he has an employment relationship to tne staff and the facility. If he is thus an employee, does he have a say in his wage rates ? Does he negotiate conditions of work ? Is there a grievance machinery to deal with conflicts between the employee and the managers ? Does he receive the same fringe benefits as workers in industry or more specifically as workers in industry who are performing similar work and who are used as a standard for his wages ? If he is an employee, and this would apply if the workshop is a business, the staff which includes the director, the evaluator, the counselor, the foreman, etc. are in effect middle or upper management. Does the staff see itself in this role ?

Remunerating a person for his productivity, as required by law, implies that the person has an employment relationship to the facility. As such, he becomes entitled to certain rights and privileges which are enjoyed by others who have an employment relationship. Although some workshops may provide for these rights and privileges, very few do so.

There are important differences between employees and clients. An employee receives wages while a client may receive a reward or support. An employee sells an ability while a client receives a service. An employee is eligible to the job because of his skill, while a client is eligible to the service because of his problem. An employee is subject to certain legal controls while a client is subject to agency policy controls. In some instances, the person in the workshop is either a client or an employee. More often, however, he has both relationships, one that is required by law and one that is required by his need. When the person has both relationships, the workshop becomes both a business and a social service agency.

In order to determine whether the workshop is essentially a business or a social service agency, it is necessary to first determine why the person has been accepted by and continues with the facility. If he has been accepted because he has a vocational deficit which the agency will attempt to ameliorate, then he remains a client in a social service or educational agency, as long as he is in a learning or behavior-modifying program. The methods used by the workshop will have a particular focus concerned with each of the client's vocational problems. When the client is no longer in a program planned to modify him vocationally, his continuation in the workshop changes his relationship to the workshop. He then becomes an employee in a business which has a charitable intent.

The essential problem in identifying the sheltered workshop is a problem that can begin to be resolved around the way in which we classify sheltered workshops. The major classificatory system that is currently in use is based on time. Workshops are classified as avoiding "transitional" or "extended" employment. However, relative time is hardly a useful basis for distinguishing among sheltered workshops. What is transitional or short-time cannot be sharply distinguished from what is extended or long-time. The client who remains in a program for 5 years, and then leaves for a job in industry, has been provided with a transitional experience in extended employment. A more meaningful classification would be one which describes the handicapped person's relationship to the facility. A sheltered work facility provides a continuum of relationships which extends from client or trainee at one end to worker or employee at the other end. At one end of the continuum it provides services related to vocational training and adjustment. In this type of facility the handicapped person is a client or a trainee in an educational or social-welfare enterprise. At the other end of the continuum it provides employment to handicapped workers. In this type of facility the person is described as an employee in a very marginal business. An anachronistic piece of wage legislation, which was rightfully concerned with the protection of handicapped employees, has contributed to confusion in the identification of many current sheltered work programs. If the work is used as a method of modifying behavior, then the sheltered program is a training facility which should classify it as an educational institution. Productive work which accrues income would then be distributed not as a remuneration, but rather as a reward or reinforcement for learning suitable vocational behaviors. A school does not expend its income on the basis of the excellence of each of its students. The weakest student may get more than the strongest student. The trainee in industry may get more than his economic contribution to the firm. The medical intern gets far less compensation than the remuneration he would receive in other settings.

In between the facility which provides training and the facility which provides employment is the facility which provides both training and employment. This type of facility provides productive work along with ancillary services such as counseling and placement. The handicappped person has two relationships to the facility. He is an employee at one time and a client at another. Whenever the person is in an employee relationship, business and industrial efficiency would be applicable to his operations concerned with the material goods which are processed. However, when the person is in a client relationship in which work and the work setting are used to modify behavior, certain methods which are not the most efficient from a business or industrial point of view would be required. The staff in such a program

would need skill in the use of work, rewards and training methods for modifying behavior. If the workshop is concerned with modifying the behavior of its handicapped clients, then it must devise techniques for accomplishing this goal. The assumption that handicapped clients overcome their vocational deficits only by earning money in a highly efficient business-like work setting stems from a narrow view of a job. The job consists of a cultural situation with its rules and regulations concerning how one works in our society, a task situation which is concerned with the production of goods or services, and an interpersonal situation which is concerned with relationships to co-workers and bosses. The client may have a problem in any one or all of these subsituations. Effective coping with deficits in those situations may require manipulation of the various components of the work situation. Whether a person is placed on a team, or works in a parallel relationship or works separately may be more important than indistrial efficiency in modifying his behavior. If the workshop is to become a behavior-modifying facility, then it must begin to use work, and all of the components of the total work situation, in a controlled, planned manner.

The workshop as a training facility must be aware of business practices and use them when appropriate. Also it must be aware of ways of modifying behavior that may not be in keeping with the best business or industrial practice.

Whether the workshop is a business or a social service agency depends on its purpose or how we classify the facility. If it provides employment, by paying for production, then its workers are in an employment relationship. We would then classify it as a marginal business which provides marginal employment to marginal workers. If it provides training and adjustment services, its population is in a client or trainee relationship. We would then classify it as a social service agency which tries to use good business practices in making its contribution to modifying the client's vocational behavior. The workshop which provides employment requires staff who are knowledgeable in methods of increasing the quality and quantity of production. The workshop which provides training requires staff who are knowledgeable both in production methods and in methods of modifying behavior. This required knowledge goes beyond the use of verbal methods such as individual and group counseling. It includes the ability to use the work situation itself as a means of controlling and modifying behavior. It includes the use of rewards which have particular significance to individual clients. It goes beyond the use of money as pay but also implies different ways of using money to modify behavior. All this requires special training.

In conclusion, some workshops are essentially businesses, some workshops are essentially social service agencies, and some workshops are both businesses and social service agencies. Each type of workshop has a particular purpose to which it has a right. Any attempt to fit all workshops into one mold would be to negate the unique contributions of each workshop. Few if any workshops can fulfill all of these unique functions.

Training of Workshop Administrators

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The basic goals of training workshop directors derive from the main concerns and functions of the workshop administrator's role. This role involves rehabilitation, business, and a related set of concerns having to do with management activities.

Rehabilitation Concerns

Rehabilitation requires a broad understanding of the psychological aspects of disability. An administrator must know the kinds of behavior patterns to be anticipated, and the physical and medical limitations imposed upon the workshop clients by their disabilities. His general understanding of the key problems in rehabilitation should include: (a) the relationship of the placement counseling process to the rehabilitation process; (b) the basic elements of the evaluation of client performance; and (c) the roles of such supporting services as those of the vocational counselor, psychologist, social worker, and psychiatrist. He must be able to transform this knowledge into a workshop reality planned to increase the clients' independence and self-integration through work whether the clients are regarded as "transitional" or "long term."

Business and Management Concerns

The director should have enough knowledge and managerial accounting to establish the fiscal controls workshops require. He should know enough about the management of the sub-contract and its bidding to be able to extract maximum financial return. He should know enough about business systems so that payroll, billing, sales, and production records are matters of routine. His knowledge of techniques of industrial production should be sufficient to guarantee the quality of the products his workshop makes for industry. This knowledge must include material handling, work station design, and quality control. The director must have genuine interpersonal skills. He must establish real communication with staff and board. He must understand and direct a public-relations approach to the community in order to guarantee constant, regular, ongoing community support.

It is clear from the above requirements that a training program for workshop directors must develop generalists rather than specialists. The student must become knowledgeable in a number of disciplines, his greatest speciality being that of managing human beings.

Dimensions of a Training Program

Several factors have a bearing on both the selection of students and the content taught. These factors have to do primarily with the characteristics of the people who are in the workshop movement, the nature of the tasks the workshop administrator must perform, and the problems he must face.

A large majority of those now serving as workshop directors are not rehabilitation professionals. They include people from the ranks of school teachers, industrial arts majors, occupational therapists, with a few psychologists, social workers, ministers, machinists, and production foremen. Many trained rehabilitation professionals are unwilling to leave the counseling field to face the rigors of workshop management. Salary differentials are another deterrent. The rehabilitation workers in workshops are attracted by the dynamics of the setting and find the experience to their liking. Because there are people who want to remain in the workshop movement and take additional training to help them become better managers, it is extremely important that this training be provided.

The Problems.

Experience indicates that workshop administrators are most frequently troubled by the very difficult financial problems characteristic of workshops. It is impossible to discern in each instance to what degree these problems stem from the failure of a board or the failure in the public-relations program. But it is clear in many instances that the people running the shops make many errors because of ignorance of better methods. These errors ultimately result in punishing the client with unnecessarily low wages and, on another level, creating crises for the workshop. This is not to argue that better management would solve all the financial problems of workshops, though it would be clearly of great help. It is easy to see why the workshop administrator becomes embroiled in financial problems. Failures in the business area tend to be dramatic, obvious, and quickly brought to the attention of the board. The same workshop may be experiencing serious failures in rehabilitation, but these are not as easily discerned. In addition, the board tends to become less concerned with them because its members know less about rehabilitation than they feel they do about business management. There is also available a professional jargon which can be applied to obscure the rehabilitation failure. It is the opinion of this author that rehabilitation failures, especially in the placement area, are equally as frequent as business failures, but usually receive less attention.

The Tasks

Though it is not possible to list exhaustively the many kinds of tasks the workshop administrator must perform, it is easy to illustrate their variety. He must be able to face a sub-contractor and forcefully present the case for a higher price. Yet before he can ask for a higher price, he must first know that the current price is too low and must have assembled a set of facts and figures which support his contention. Too frequently the shop director is unaware that the price is too low because the whole bidding process has been a careless one. He must also be able to confront a client with the reality

of the client's performance. But, before he can do this intelligently, there must have been an evaluation process which has measured the client and his work in some depth, and which has been based on performance records in order to yield a historical picture. It is the opinion of the present author that the evaluation programs in most workshops are so inadequate that no one is able to tell the client or anyone else why his current performance is as it is. Most workshops are very small, and the administrator must carry out the above tasks personally. In a large shop involving a number of staff members, he must be able to help them deal with their own inadequacies on the job. Not everyone feels comfortable doing this with a staff who have had considerably more education than he. Many industrial executives daily hire people with far more education than they, and apparently do so without excessive discomfort. It appears that the understanding of this problem may be a matter of training, but personal comfort and effectiveness in dealing with it, once understanding is achieved, are more matters of emotional maturity, leadership, and basic personality strength.

Selecting Students

The training program at the University of San Francisco does not presume to teach the full range of rehabilitation subject-matter and skills, but tries to select people who have had prior exposure or training in rehabilitation work. Most students selected have been workshop directors or have held other jobs within workshops. Since these students do not need to meet the requirements of a graduate-study program, selection is based primarily on our concepts of the "right kind" of person--one who, with training, could become a good workshop administrator. Real evidence of good personal relationships, stability, and a solid work history are weighted heavily. Though a bachelors degree is considered important, its absence is not crucial if professional experience has been good. Evidence of emotional maturity is considered much more significant than an academic degree.

Some may argue that the selection of rehabilitation-minded people for workshop management will fail because such people are too "soft hearted" or "soft headed" to become good managers. This author has found current management literature totally inconsistent with stereotypes about how hard-headed or hard nosed a successful manager must be. Management is more concerned with people than with things. Most research in corporate management confirms that the most successful firms are those in which the employees and staff feel that the company cares about what happens to them. There seems to be no basis for assuming rehabilitation-minded people cannot become effective managers.

The Content Taught

The nine-month course includes six months of academic instrucion and three months of field assignment in existing workshops. The academic instruction includes six hours in principles and practices of sheltered workshops, three hours in managerial accounting, two hours in management principles, two hours in industrial production, two hours in maketing, and two hours divided between economics and statistics.

The course in workshop principles and practices attempts to cover the basic rehabilitation problems. It is designed to identify whatever rehabilitation gaps may exist in the knowledge of the students, and to help meet these needs. The emphasis, in the remaining courses, on such topics as accounting, industrial production and quality control does not mean that the students will become experts in these fields. Rather, it is intended that they will know enough for general competence in each of these areas. They should come to understand the basic requirements well enough to be specific about the kinds of help they might need. It is believed that careful selection of the materials taught within these courses can achieve this objective within a relatively short time.

Summary

Attention has been given to the concerns, tasks, and problems of workshop administrators, and to the kinds of people from which these administrators are most likely to be recruited. Implications of these factors for a training program have been considered in the light of selection policies and course content characterizing the program for workshop directors at the University of San Francisco. If this discourse has treated objectives and criteria for selection in more detail than the nature of the training itself, it is because these seemed more important than the actual training. The emotional maturity and clarity of view of the students selected are more important than whatever other professional training they may have had or lacked.

It is anticipated that in the immediate future the number of workshops will expand at a much faster rate than the number of trained administrators available. From this premise, it follows that we must expedite training. To do so, it is essential to (a) carefully select the materials to be taught, (b) carefully select the kind of serious, stable people needed for workshop administration, and (c) award them an adequate stipend so they can devote full time to study.